

# English 12

## Report to Schools January 2012

The information in this report provides an overview of results from the January 2012 **English 12 Provincial Exam**. The information is based on the **15,936** students who wrote the January Provincial Exam.

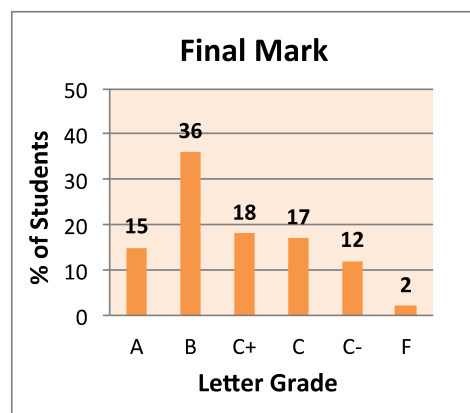
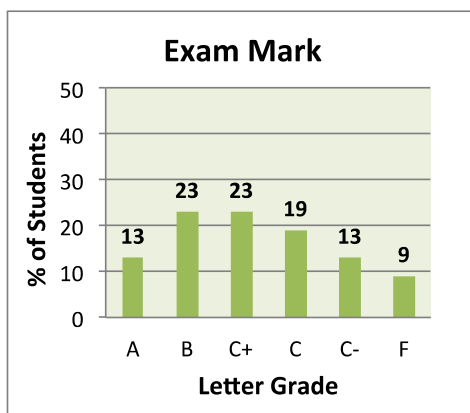
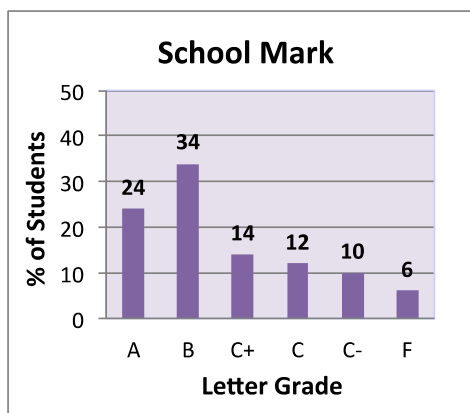
### Provincial Averages

School Mark – 73%

Exam Mark – 68%

Final Mark\* – 72%

\*Final marks are produced in each instance in which a student has both a valid school percentage and an exam percentage for any session in the selected period. 60% of the final mark is based on the school mark and 40% is based on the exam mark. School marks and final marks for those students who were re-writing are excluded.



Differences often exist between school and exam marks. School assessment measures curricular performance over time, whereas exams evaluate those curricular areas best measured in a final testing situation. Some students perform better on exams, others in the classroom. Thus, some differences between school and exam marks may be expected.

### Written Response Section

Curriculum Organizer	Maximum Possible Score	Mean Score	Mean Percentage
Stand Alone	12.0	7.83	65%
Synthesis of Texts	24.0	15.58	65%
Composition	24.0	15.78	66%

## Comments from the Markers

Below are topic areas and skills in which students seemed to be well prepared (**strengths**) and those in which students needed improvement (**weaknesses**) according to the examination markers.

Curriculum Organizer	Areas of Strength	Areas of Weakness
<b>Stand Alone</b>	<ul style="list-style-type: none"> <li>• Upper level responses contained superior integration of quotations and use of transition words and phrases.</li> <li>• Examples used by students covered the majority of the text and were discussed in depth.</li> <li>• Students could relate to both the topic and the article and were able to respond to the question effectively.</li> <li>• There were many succinct, upper level responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students failed to respond to the question appropriately. Many students wrote a more personal response rather than a literary analysis.</li> <li>• Many responses contained an over-reliance upon quotations, making it difficult to decipher the student’s own thoughts.</li> <li>• Weak to mid-range responses tended to summarize the article.</li> <li>• Some students misread the article.</li> <li>• Weaker responses were unable to differentiate between irony and sarcasm.</li> <li>• There were numerous spelling and usage errors.</li> </ul>
<b>Synthesis of Texts</b>	<ul style="list-style-type: none"> <li>• Students clearly understood the question and most students referred to both pieces.</li> <li>• Some upper level responses addressed the internal struggle of the narrator in the prose piece and in so doing were able to define, differentiate, and offer insight.</li> <li>• There were few misreads of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Many responses consisted of plot summaries and only superficial attempts at synthesis.</li> <li>• Many responses were not balanced in terms of discussing both pieces.</li> <li>• Many clearly competent writers only referred to one of the texts in their discussion and subsequently earned failing scores.</li> <li>• Some responses did not address the question.</li> <li>• There were numerous spelling and usage errors.</li> <li>• Some weaker responses were too casual and colloquial in tone.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• The accessible topic allowed most students to succeed.</li> <li>• Most students used multi-paragraph structure.</li> <li>• Succinct responses tended to get higher marks, and many upper level responses effectively utilized figurative language and evocative writing.</li> <li>• There were many engaging narrative responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Many weak to mid-range responses consisted of a list of experiences without development.</li> <li>• Several responses contained inappropriate language and/or subject matter.</li> <li>• Overly colloquial language was a detriment, as were “stream of consciousness” responses and attempts to coin new words.</li> <li>• Overall, responses displayed weak mechanics.</li> </ul>

*The markers felt that the overall difficulty level of the exam was appropriate. The examination adequately represented the Examination Specifications in terms of topic weightings and cognitive levels.*